

Station 1:

Read the primary source *Reasons for Colonization* by Richard Hakluyt

While you read the *headnote and attribution*:

Circle

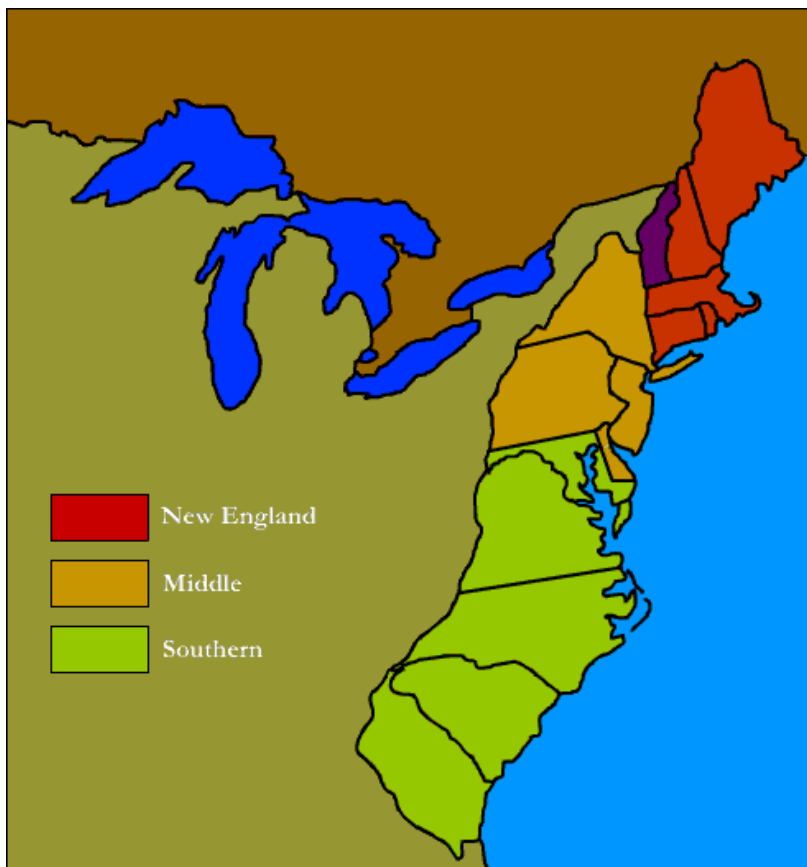
- **who** wrote it
- **when** it was written
- **why** it was written
- **what type** of source it is

While you read the *text of the source*:

Underline:

- The words or phrases that provide *details* about **the things settlers found in North America**

Answer the question(s) after the source on your questions packet.



Station 2

Station 3

1. Sit down at one computer and put on the headphones
2. Click play
3. Watch and Listen to the video: “The Stono Rebellion”
4. Answer the questions in your packet
5. WHEN THE VIDEO IS OVER: rewind it back to start to get it ready for the next viewer

Station 3: Text from the video:

South Carolina, September 9, 1739: A band of slaves march down the road, carrying banners that proclaim "Liberty!". They shout out the same word. Led by an Angolan named Jemmy, the men and women continue to walk south, recruiting more slaves along the way. By the time they stop to rest for the night, their numbers will have approached one hundred.

What exactly triggered the Stono Rebellion is not clear. Many slaves knew that small groups of runaways had made their way from South Carolina to Florida, where they had been given freedom and land. Looking to cause unrest within the English colonies, the Spanish had issued a proclamation stating that any slave who deserted to St Augustine would be given the same treatment.

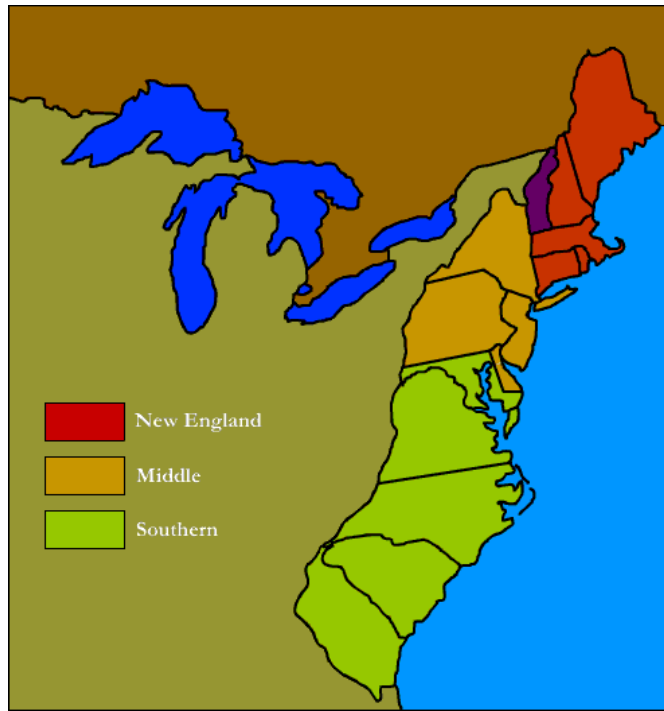
Whatever triggered the Rebellion, early on the morning of the 9th, a Sunday, about twenty slaves gathered near the Stono River in St. Paul's Parish, less than twenty miles from Charlestown. The slaves went to a shop that sold firearms and ammunition, armed themselves, then killed the two shopkeepers who were manning the shop. From there the band walked to the house of a Mr. Godfrey, where they burned the house and killed Godfrey and his son and daughter. They headed south. It was not yet dawn when they reached Wallace's Tavern. Because the innkeeper at the tavern was kind to his slaves, his life was spared. The white inhabitants of the next six or so houses they reach were not so lucky -- all were killed. Many slaves willingly joined the rebellion. By eleven in the morning, the group was about 50 strong.

The slaves stopped in a large field late that afternoon, just before reaching the Edisto River. They had marched over ten miles and killed between twenty and twenty-five whites.

Around four in the afternoon, somewhere between twenty and 100 whites had set out in armed pursuit. When they approached the rebels, the slaves fired two shots. The whites returned fire, bringing down fourteen of the slaves. By dusk, about thirty slaves were dead and at least thirty had escaped. Most were captured over the next month, then executed; the rest were captured over the following six months -- all except one who remained a fugitive for three years.

Uncomfortable with the increasing numbers of blacks for some time, the white colonists had been working on a Negro Act that would limit the privileges of slaves. This act was quickly finalized and approved after the Stono Rebellion. No longer would slaves be allowed to grow their own food, assemble in groups, earn their own money, or learn to read. Some of these restrictions had been in effect before the Negro Act, but had not been strictly enforced.

Station 4:



Station 5:

Read the primary source *Speech by Powhatan, as recorded by John Smith, 1609*.

While you read the *headnote and attribution*:

Circle

- **who** wrote it
- **when** it was written
- **why** it was written
- **what type** of source it is

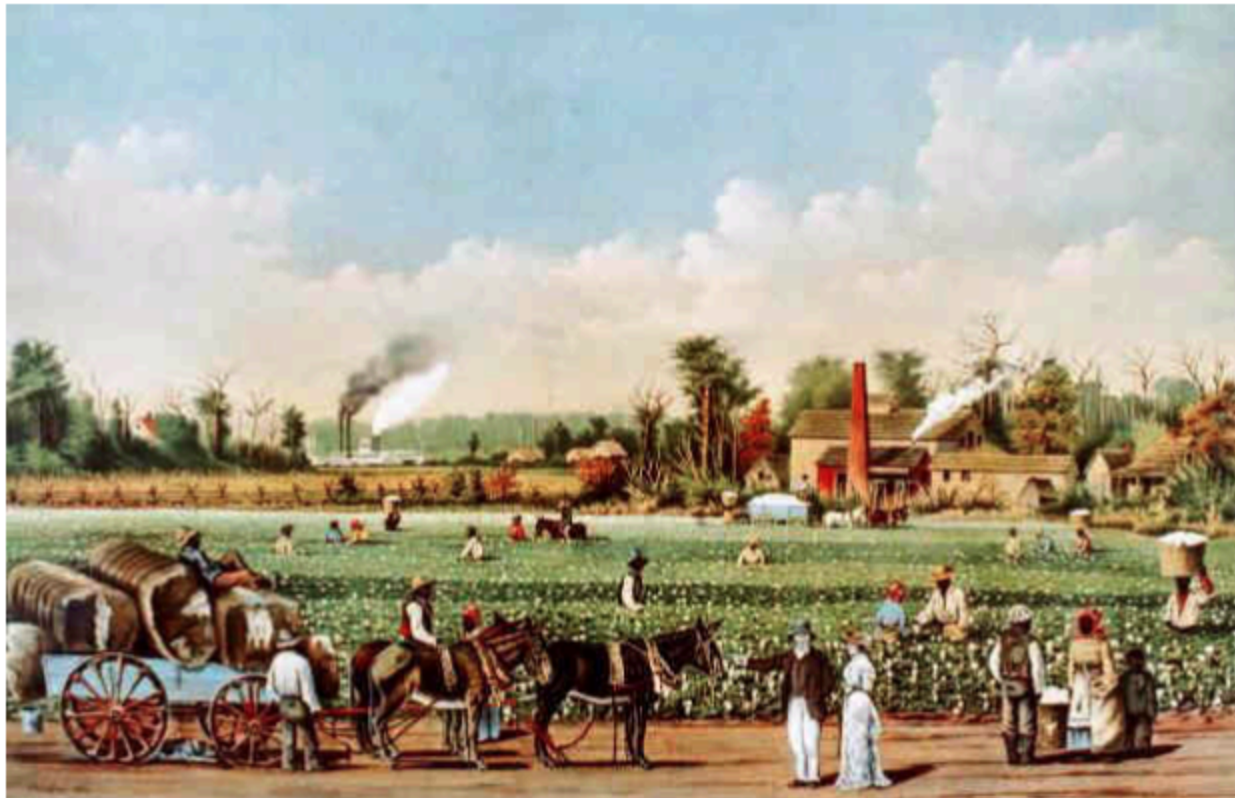
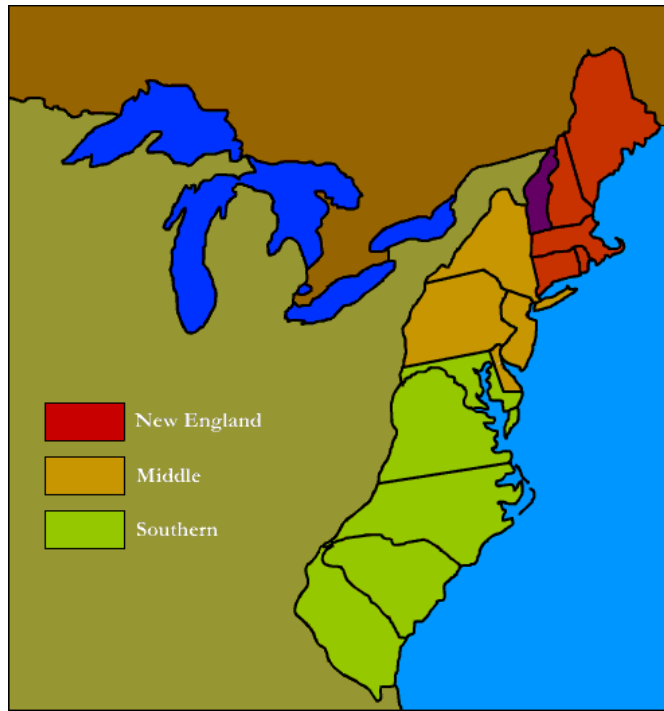
While you read the *text of the source*:

Underline:

- The words or phrases that reveal what the speaker (Powhatan) is ***thinking, feeling, or experiencing***.

Answer the question(s) after the source on your questions packet.

Station 6:



Station 7:

Read the primary source *A Huron Indian to Jesuit missionary Jean de Brébeuf, 1635*

While you read the *headnote and attribution*:

Circle

- **who** wrote it
- **when** it was written
- **why** it was written
- **what type** of source it is

While you read the *text of the source*:

Underline:

- The words or phrases that reveal what the Indian is ***thinking, feeling, or experiencing.***

Answer the question(s) after the source on your questions packet.

Station 8:

1. Sit down at one computer and put on the headphones
2. Click play
3. Watch and Listen to the video:
“America the Story of Us: Life in Jamestown”
4. Answer the questions in your packet
5. WHEN THE VIDEO IS OVER: rewind it back to start to get it ready for the next viewer